

OHIO EDUCATIONAL SYSTEM.

ANNUAL MEETINGS OF EDUCATIONAL ASSOCIATIONS—QUESTIONS PROPOSED AND DISCUSSED.

SANDUSKY, July 8.—The Association of Teachers in this State is divided into three sections: Ohio Superintendents' Association, Ohio Teachers' Association, and Association of Ohio Colleges. The meetings for this year were held in the High School building in this city; the first section on the 4th of July, the second section on the 5th and 6th of July, and the third section on the 11th of July. This year most of the College men did not reach Sandusky before the other two divisions had adjourned *sine die*; and nearly all the Superintendents and Teachers had departed before the exercises of the College were begun, thus leaving these two grand armies of educators as widely separated and as little acquainted as if their meetings were held at different times in the year and in different localities. The meetings of these sections at Sandusky for the year 1871 were well attended, enthusiastic, and, in most respects unusually successful. A. J. Hickock, Superintendent of Schools in Cleveland; J. Hancock, Superintendent of Schools in Cincinnati; Miss E. M. Swingley, Superintendent of Schools in Bryan; F. Merrick, President of Ohio Wesleyan University; E. T. Tappan, President of Kenyon College; W. D. Henkle, State Commissioner of Common Schools of Ohio; T. W. Harvey, Republican nominee for Commissioner, and many other leading educators of the State, were present.

In the programme of addresses, papers, reports, and discussions, occupying the four days and three evenings, are a few things that are deserving of general and careful attention. By some it was contended that, in the organization and management of the School Department of the State, the officer charged with the chief executive and administrative duties of the department should be appointed by the Board of Education, and that the members of the same should be elected by the people whom he is to serve, and to whom the schools belong. Superintendent Mitchell of Columbus termed this "The schools are made for the people, not the people for the schools." Other papers and programs of other States, demonstrate that, under all the methods thus far devised, out-of-pocketness of school population is necessary to common school success. In cities and towns, where many pupils can attend in the schools, and others can be educated at different grades and departments, and placed in charge of an ample corps of teachers with a supervisory head, the results are not in the schools, but in the satisfaction of the country where each subdivision, embracing from four to eight or ten sections of land within its limits, can have, but one school-room in which not more than thirty or forty, sometimes not more than five or six pupils can be accommodated; of course, only one teacher can be employed, no advantages from the division and classification of labor can be introduced; and, in short, many obvious hindrances and embarrassments must be overcome. And the expense per capita, with the money, which is wholly disproportionate to the educational advantages achieved. Thus, the results are becoming increasingly unsatisfactory. The discussion by the Convention of the wants of the country is good, though not without suggestion and ventilation on some points, failed to go to the root of the difficulty.

An essay by T. C. Mendenhall, of Columbus, on "The Elegacy of Tonight," describes the investigations of the author, and many hopes were expressed that the author would continue his investigations. An evening address before the Teachers' Association, by the Rev. A. D. Mayne of Cincinnati, related to the American Common Schools, and the American gentleman, in a masterly manner, the most experienced and thoughtful of his audience could not help seeing and admiring what was written to Mr. Mayne. The author of the best methods of popular education adopted and found successful in Prussia or elsewhere in the Old World must prove defective and utterly inadequate in the new world of the United States in this country. Popular education, with much interest, was discussed by the author, and the education of the students, appeared to comprehend the investigation and solution of this question.

The questions involved in the subject were freely discussed, but not by any means satisfactorily settled. It was even suggested that the whole terminology of the question was wrong, and that the author's views will be provided by the author of the book, "How a child in the commonwealth shall, within the proper period of his school years of life, be assured sufficient time, a sufficient supply of food, and clothing, and, also, the necessary and reasonable amount of study, and all other needed time for attending school." And it was suggested that, with such regulations by the State and a general train set added to the measures already adopted for the reformation, justice and welfare of the commonwealth could be effected without legal compulsion in any sense that would offend American ears.

These Educational Associations adjourned to meet on Put-in-Bay Island, in Lake Erie, in 1872, and such a small number of them, however, continued to meet.

Most of the teachers, both gentlemen and ladies, made an excursion on the steamer Evening Star, to Kelley's Island, Middle Bass Island, and Put-in-Bay Island, returning on the last day of the meeting.

It is to be hoped that, with the exception of the summer vacation, the school year begins Sept. 1st.

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